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ABSTRACT

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are orientation to school, succeeding in school, and vocational opportunities in high school. The student is made familiar with the physical plant, rules, and schedules, meets the faculty, and investigates curriculum offerings and extra-curricular activities. Safeguarding personal property, study skills and the value of high school offerings are emphasized. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (MW)

CE 002 528

ED 098 423

INTRODUCTION — ORIENTATION TO THE WORLD OF WORK

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INTRODUCTION--ORIENTATION TO THE WORLD OF WORK

from

ORIENTATION TO THE WORLD OF WORK SERIES

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Introduction

This unit, "Introduction--Orientation to the World of Work," is one of the series of the "Orientation to the World of Work" units designed for special vocational education teachers and other vocational education teachers who have disadvantaged and handicapped students in their classes. There are nine other units in the series:

Occupational Safety
Learning About Jobs
Getting a Job
How to Keep a Job
Personal Development
Self-Appraisal for Employment
The Role of Work in Our Society
Taxes Affecting the Worker
Handling Your Paycheck

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A NOTE TO TEACHERS

Before launching a first-year orientation program, the special vocational education teacher should be aware of his responsibility concerning the securing, recording, and filing of student data. Early mention is made of this for several reasons. First and of most importance is the fact that such information is absolutely essential in understanding the needs of the disadvantaged and handicapped student and in knowing how to help him to succeed in spite of the negative social, cultural, economic, mental, or physical conditions impairing his progress. Secondly, there are specified dates or deadlines for relaying some of the student data to various offices, and this requires that certain steps in obtaining information must be taken during the first few days of the school year.

Basically, student data involves student folders, profile sheets, student enrollment forms, social security numbers, and student schedules.

Student folders are a time saving feature as the year progresses. The teacher enters each disadvantaged or handicapped student's name on a separate manilla folder as soon as the enrollment for the class stabilizes. Folders are filed by class groups for convenient access and reference during the school year. Profile sheets and other items may be filed later in the appropriate folders.

It is convenient for the SVE teacher to keep a form which contains the names of each student's classes, the teachers of each class, and spaces for entering grades for each six-week period, as well as spaces for semester grades and credits earned. This information will help the SVE teacher keep up with the academic progress of each student and is convenient when consultations with academic teachers are needed on behalf of students. A sample form may be found in Student Material, page 21 of this unit.

UNIT: INTRODUCTION TO "ORIENTATION TO THE WORLD OF WORK"

I. Rationale

Prior to entering high school, disadvantaged and handicapped students have usually experienced a large amount of social and cultural indignity, economic deprivation, academic failure, and neglect. As a consequence, when the prospect of actually entering high school nears, their views generally separate them into two groups. Some expect more of the same "mistreatment" and are set to drop out of school as soon as they reach age sixteen or as soon as they find some event which will furnish them with a social pretext for withdrawing. Others look forward with child-like naiveté, unaware of the existence of greater social pressures, economic demands, and more academic competition.

As a consequence of such expectations, the time of initial entry is one when negative attitudes may be solidified beyond redemption and a time when they are apt to be born and eventuate in undesirable results.

An offer of friendship, interest, and help will go far in helping to pave the way into high school and into the special vocational program. The identification and home visitation of students prior to the opening of school provides an excellent opportunity to begin establishing a positive outlook and attitude to replace the negative.

The student's initial experiences must confirm his hope that he can succeed and contradict any negative beliefs. For this reason a successful introduction to the course is necessary. Without it, the student will very likely not be around long enough to become oriented to school or the world of work. With it, the prospects are excellent that he will remain in school, continue in vocational education, and eventually become a useful, self-supporting citizen.

II. Subject Matter Outline

A. Orientation to School
   1. Physical Plant
   2. Rules and Regulations
   3. Schedules
   4. Faculty
   5. The Curriculum: Requirements and Offerings
   6. Extra-curricular Activities

B. Succeeding in School
   1. Three Steps to Success
   2. Safeguarding Personal Property
   3. How to Study
   4. Value of High School Offerings

C. Vocational Opportunities in High School
   1. Vocational Offerings
   2. SVE Course Overview: Content, Activities

III. Unit Objectives

The student will

A. Function academically and socially in the high school setting.
B. State, in writing, short- and long-term goals in relation to career training, academic goals, and attendance.
C. Identify orally the vocational services and training available in the school.

IV. Interest Approach
(Select one.)

A. View slides or "home movies" of previous SVE groups and activities.
B. Show slide-cassette or "home movie" depicting the world of work program in the school.
C. Make bulletin board of pictures taken of vocational education classes or previous SVE classes in action.
D. Tour the school, noticing the various vocational classes and the equipment used.

MAJOR CONCEPT: A. Orientation to School

SUPPORTING CONCEPTS:

1. Physical Plant
2. Rules and Regulations
3. Schedules
4. Faculty
5. The Curriculum: Requirements and Offerings
6. Extra-Curricular Activities

PERFORMANCE OBJECTIVES: The student will

1. Identify orally the locations of the various rooms and facilities in the school.
2. Explain orally any pertinent school rules, regulations, and procedures.
3. Prepare future schedules.
4. Identify faculty members with course offerings.
5. Answer correctly a group of written objective questions concerning high school subjects and requirements and related terminology.
6. List the major social and recreational activities of the school.

A. ORIENTATION TO SCHOOL 1. PHYSICAL PLANT

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Tour the school facilities, with teacher or leader explaining room numbering system, location of departments, guidance office, first aid station, lunchroom, book store, administrative offices, restrooms, and any other pertinent features.	Same, but more than one class period may be needed.	Local school facilities

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View a slide-cassette program consisting of pictures of various parts of the school. Note to Teacher: 8mm movies or snapshots may also be used.	Same. Note to Teacher: Slides are more effective if they contain pictures of students.	Teacher-made slide program of local school
View selected sequence of slides (without audio) of various parts of school. Identify the names on a worksheet containing spaces and a random listing of the names of different parts of the school.	Same. Note to Teacher: Use pictures that are more pointedly relevant to students.	Student Material: "Areas Within Our School" (Sample Worksheet), p. 22
Evaluation: Draw sketches of and label various sections of the school and grounds.	Identify orally from a sketch the location of various rooms and facilities in the school.	

A. ORIENTATION TO SCHOOL 2. RULES AND REGULATIONS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Establish an agreement of procedures and rules for good working conditions within the SVE classroom. Evaluation: Review, interpret, and discuss rules contained in the school's student handbook with particular emphasis on those rules which can seriously interfere with student success, such as those regarding the following: --excuses for absences, tardiness, etc. --hall passes --transportation --others	Same. Evaluation: Role play situations for obtaining excuses, hall passes, transportation and others.	Student Material: "Suggested Topics for which Classroom Procedures Should Be Established," p. 23 School student handbook, student code or school rules

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A. ORIENTATION TO SCHOOL 3. SCHEDULES

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Complete a prepared form, entering daily schedule of classes and the names of the teachers of each class. Note to Teacher: This procedure will enable the SVE teacher to keep up with the academic progress of students and also serve for consultation purposes.	Note to Teacher: Students will need help in spelling.	Student Material: "Student Schedule 19__-19__," p. 21
Enter in the space after each class the grade hoped or expected to be achieved during the first grading period.	Note to Teacher: Help students arrive at realistic goals.	Use the above form.
Enter attendance goal for the first grading period.	Same.	Use the above form.
Note to Teacher: Follow up at end of first grading period with student-teacher conference, referring to achievement of goals. Enter actual grades and absences.	Same.	Erase for recording of actual grades.
Set similar goals for next period and for semester and continue to follow up as suggested above.	Same.	
Tally credits at end of semester.	Same.	
Evaluation: Prepare schedule for second semester or next year.	Same.	

A. ORIENTATION TO SCHOOL 4. THE FACULTY

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Discuss question, such as, "What kinds of teachers do you think you will encounter in school?"	Same.	
Write a paragraph describing first impressions of each teacher according to individual's schedules.	Same.	
Write a second impression of teachers at end of first grading period. Compare with first impressions, noting changes, if any, and analyze reasons for changes.	Same.	
Evaluation: Match names of teachers and administrative staff with subjects or responsibilities according to the individual's schedule, such as the following: --English teacher --Social studies teacher --Counselor --Principal	Same.	

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TEACHING-LEARNING-EVALUATION STRATEGIES		
DISADVANTAGED	HANDICAPPED	RESOURCES
Copy terms on paper as teacher explains and writes them on chalk board (or on acetate, if overhead projector is preferred).	Same.	Student Material: "Terms One Should Know In Order to Understand the High School Setting," p. 24
View transparency of school's schedule of classes. Identify: 1. Required subjects 2. Electives Note to Teacher: Explain names of courses students are not familiar with, such as journalism, chemistry, etc.	Same. More limited selection of content.	Teacher-made transparency
Work puzzle on subjects in the high school curriculum.	Same. Teacher may wish to construct puzzle or scrambled letters for shorter type exercise.	Student Material: "Puzzle of School Subjects," p. 25
Make a tentative four-year student schedule. List required subjects first.	Same. More teacher help.	Student Material: "Four-Year Student Schedule," p. 27
Evaluation: Complete an objective written quiz over the concepts contained in the above activities.	Evaluation: Same. Perhaps oral, or shorten sample quiz.	Student Material: "School Requirements and Electives Sample Quiz," p. 28

A. ORIENTATION TO SCHOOL 6. EXTRA-CURRICULAR ACTIVITIES

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Listen to a panel explain extra-curricular activities in which students may participate, such as: --Football --Basketball --Student council --FHA --FFA --VICA --DECA --FBLA	Same.	Suggested Resource Persons: --Captain of football team --Captain of basketball team --President of student council --Officers/members of various organizations
Evaluation: List the major social and recreational activities of the school.	Same.	

MAJOR CONCEPT: B. Succeeding in School

SUPPORTING CONCEPTS:

1. Three Steps to Success
2. Safeguarding Personal Property
3. How to Study
4. Value of High School Offerings

PERFORMANCE OBJECTIVES: The student will

1. List the three requirements for success in school or in the world of work.
2. Plan how to avoid loss of personal property.
3. Apply appropriate study skills reviewed in actual and/or simulated situations.
4. Identify on an objective test the primary skills and abilities which may be developed in various subjects.

B. SUCCEEDING IN SCHOOL 1. THREE STEPS TO SUCCESS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Panel Discussion: Discuss topic such as, "How attendance, behavior, and work are related to success in school."	Same.	Suggested Resource Persons: --Counselor --Teacher --Student
Role play situations such as 1. A student who enters class 10 or 15 minutes late. Emphasize loss of time caused by this interruption by multiplying time lost by total number of students in class to get a compilation figure. (continued)	Same.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
2. A student who does his work. 3. A student who does not do his work.		
Read handout which describes the effects of attendance, behavior, and work as it relates to success in the world of work.	Same.	Student Material: "The Average Person," p. 31
Role play situations such as 1. A worker who misses work or is habitually tardy. 2. One who "horse plays" or misbehaves on the job. 3. Worker who shirks duties assigned to him or her. Describe the effects of each as it relates to success in the world of work.	Same.	
Evaluation: Write three requirements for success in school or in the world of work.	Evaluation: State orally three requirements which would lead to success in school or in the world of work.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Role play student who loses (supposedly by theft) two textbooks. Have scenes involving the following --teacher (not having text in class) --parents' reaction --principal (reporting theft) --other students	Same.	
Make a list of articles which should be looked after carefully.	Same.	
Evaluation: Develop a plan to follow which would enable one to keep up with his belongings. Follow plan and check at intervals to revise if necessary.	Same.	

B. SUCCEEDING IN SCHOOL 3. HOW TO STUDY

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Read unit which describes study techniques.	Listen to a taped recording which describes study techniques.	Student Material: "How to Study and Learn," p. 35-36
Discuss topics such as these: --vocabulary --the learning center --note taking --research --tests	Same. Define vocabulary terms listed in "How to Study and Learn."	Student Material: "The Learning Center," p. 37 Dictionary
Visit library and complete search guide on library skills.	Same.	Student Material: "Suggested Library Skills Worksheet," p. 43
View filmstrip which describes study skills.	Same.	Filmstrip: No. 1. "Studying for Success"
Evaluation: Review and answer an objective quiz to evaluate concepts and terms relative to study skills.	Same. Apply appropriate study skill in a realistic situation.	Teacher-made quiz

B. SUCCEEDING IN SCHOOL 4. VALUE OF HIGH SCHOOL OFFERINGS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Read references on aptitudes and abilities.	Same, but with extensive teacher interpretation. Use related examples, such as: --Verbal--Language--Reading --Eye-Hand-Foot Coordination--Truck Driver	Book: No. 1. Occupational Essentials
Prepare bulletin board containing names of eleven aptitudes (abilities) and magazine cutouts depicting each.	Same.	Magazines
Match names of high school subjects with the aptitude or abilities which each subject helps to develop most, such as: --English.....Verbal --Art.....Color Discrimination --Driver's Ed.....Eye-Hand-Foot Coordination	Same. Use those school subjects which are better known to students. Note to Teacher: Use cards containing names of subjects. Acetate cut-outs and overhead projector may be used if desired.	
Listen to interview tapes of workers and identify the abilities and subjects needed to develop the skills involved.	Same. Select jobs students are familiar with.	Tape: No. 1. "Interview"
Evaluation: Complete a quiz, matching names of subjects with names of abilities.	Same. Fewer and simpler items.	Teacher-made quiz

MAJOR CONCEPT: C. Vocational Opportunities in High School

SUPPORTING CONCEPTS:

1. Vocational Offerings
2. SVE Overview: Content, Activities

PERFORMANCE OBJECTIVES: The student will

1. List the names and describe the nature of the various vocational offerings available in the high school.
2. State, in writing, at least two of the major units of work and three of the main activities included in special vocational education.

C: VOCATIONAL OPPORTUNITIES IN HIGH SCHOOL 1: VOCATIONAL OFFERINGS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Field trip: Tour vocational labs, classrooms, and shops with guide relating pertinent information.	Same.	Local school vocational facilities
View slides or slide-cassette program concerning local vocational facilities and training.	Same.	Teacher-made program of local vocational classes
Discuss opportunities involved in places visited during next class session.	Same.	
Name, in writing, the vocational offerings at the local school level.	Same, but oral.	Local school vocational facilities

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Evaluation: Write a paragraph describing at least one vocation which is most appealing on an individual basis.	Same. More teacher help.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View slides or slide-cassette program depicting content and activities in special vocational education.	Same.	Teacher-made program
Note to Teacher: Give thumbnail sketch of SVE content and some of the interesting activities (crafts, tours, tutoring) to be covered during the year.	Same.	
Assignment: List strong points and points to be improved at the close of each unit.	Same. With more teacher help.	
Discuss ways to improve content and/or activities.	Same.	
Evaluation: List ten topics and activities to be included in SVE during the course of the year.	Same, but orally, and perhaps fewer items.	

	BOOKS, BULLETINS AND OTHER PRINTED MATERIAL	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
1.	Occupational Essentials	David J. Ritcher	h.c. Johnson Press, Inc. Vocational Ed. Division P.O. Box 4156 1800 Broadway Rockford, Ill. 61110	1972	$3.95; free loan, Resource Center for SVE Teachers, 151 Taylor Ed. Bldg. Univ. of Ky. Lexington, Ky. 40506

	FILMSTRIPS AND TAPES	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1.	Studying for Success	Eye Gate House	146-01 Archer Ave. Jamaica, N.Y. 11435	color	$91.00; free loan, Resource Center for SVE Teachers, 151 Taylor Ed. Bldg. Univ. of Ky. Lexington, Ky. 40506
	TAPES				
1.	Interview (50 reel to reel tapes)	Audio Visual Equipment Co.	4511 Dixie Highway Louisville, Ky.	15-20 min. each	Free Loan Resource Center

STUDENT SCHEDULE, 19 -

UDENT'S NAME_____ GRADE_____

MEROOM TEACHER_____ ROOM NUMBER_____

1ST SEMESTER

BJECT	TEACHER	1ST 6 WKS	2ND 6 WKS	3RD 6 WKS.	SEM.	CREDITS
	ABSENCES					

2ND SEMESTER

	ABSENCES					

TOTAL CREDITS FOR YEAR_____

TOTAL ABSENCES FOR YEAR_____

STUDENT SCHEDULE FOR 1973-74

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

AREAS WITHIN OUR SCHOOL
(SAMPLE WORKSHEET)

NAME_____ PERIOD_____ DATE_____

1. _____	GYMNASIUM
2. _____	LUNCHROOM
3. _____	GUIDANCE OFFICE
4. _____	BOOKROOM
5. _____	LIBRARY
6. _____	PRINCIPAL'S OFFICE
7. _____	FOOTBALL STADIUM
8. _____	BAND ROOM
9. _____	AUDITORIUM
10. _____	HOME ECONOMICS DEPARTMENT
11. _____	ART ROOM
12. _____	INDUSTRIAL ARTS
13. _____	CHEMISTRY LABORATORY
14. _____	JOURNALISM DEPARTMENT
15. _____	LOCKERS

SUGGESTED TOPICS FOR WHICH CLASSROOM PROCEDURES SHOULD BE ESTABLISHED

1. USE OF AUDIO-VISUAL EQUIPMENT AND MATERIALS
2. REGULATION OF LIGHTS, SHADES, WINDOWS, THERMOSTAT, AND OTHER FEATURES WHICH AFFECT THE WELL-BEING AND COMFORT OF THE WHOLE CLASS
3. MOVEMENT WITHIN THE CLASSROOM (SHARPENING PENCILS, PROCUREMENT OF MATERIALS, ETC.)
4. HANDLING OR MOVING OF FURNITURE
5. CLEANLINESS
6. TALKING: WHEN APPROPRIATE, LOUDNESS OF
7. BOTHERING OTHERS' BELONGINGS: TEACHER'S, OTHER STUDENTS
8. BRINGING PENCIL, PAPER OR WHATEVER IS NEEDED

OTHERS:

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

TERMS ONE SHOULD KNOW IN ORDER TO UNDERSTAND THE HIGH SCHOOL SETTING

1. CURRICULUM
2. REQUIRED SUBJECTS
3. ELECTIVES
4. FRESHMAN
5. SOPHOMORE
6. JUNIOR
7. SENIOR
8. SOCIAL STUDIES
9. MATHEMATICS
10. ENGLISH
11. SCIENCE
12. SEMESTER
13. CREDIT
14. PERMANENT RECORD CARD
15. GENERAL COURSE
16. BUSINESS AND OFFICE (COMMERCE)
17. VOCATIONAL COURSE (SUBJECTS)
18. SECONDARY
19. COLLEGE COURSE

OTHERS:

20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

PUZZLE OF SCHOOL SUBJECTS

D R I V E R S E D U C A T I O N A E G O E G
I C A I L E A D R L E S P O R T S C T E N E
S R T A R A P G A T A O E L I O N O T R G N
T O A D O D N U M B H T A M N Z I N C E L E
R U N W H I L E A S H E I A D O N O O N I R
I A R N D N S P E E C H A N U H E M P C S A
B I O L O G Y N P L A Y O L S U E I S H H L
U B E C I T I Z E N S H I P T T Y C R U M B
T W I G T H G A Y O A T H S R H I S A N D U
I R O N C U E R L T R I G Y I N U B D U E S
V O C A T I O N A L E D U C A T I O N S M I
E L M S I T G E R M A N S H L Y A O A M S N
E P A C S I R W A R M U C O A P R K H E I E
D A N I Y H A F A I R E R L R I B K T L L S
U N H E G O P A Y O M E T O T N E E R E A S
C A I N O M H A H O O T S G S G G E O C N E
A T E C L E Y C T S C I S Y H P L P H T R Y
T O O E O E M U G N I T F A R D A I S R U M
I M U S I C A P P R E C I A T I O N L I O N
O Y M U C H E M I S T R Y E T D I G O C J Y
N O T N O N E T O F F I C E P R A C T I C E
A H S H S I N A P S G O V E R N M E N T O O
P H Y S I C A L E D U C A T I O N A G Y E W
S U L U C L A C T N E M E C R O F N E W A L

ALPHABETICAL LIST OF SCHOOL SUBJECTS CONTAINED IN PUZZLE

ANATOMY
ART
BAND
BIOLOGY
BOOKKEEPING
CHEMISTRY
CHORUS
CITIZENSHIP
DISTRIBUTIVE EDUCATION
DRAFTING
DRAMA
DRIVER EDUCATION
ECONOMICS
ELECTRICITY
ENGLISH
GENERAL BUSINESS
GEOGRAPHY
GEOMETRY
GERMAN
GOVERNMENT
HEALTH
HISTORY
HOME EC.
INDUSTRIAL ARTS
JOURNALISM
LATIN
LAW ENFORCEMENT
MACHINE SHOP
MATH
MUSIC APPRECIATION
OFFICE PRACTICE
PHYSICAL EDUCATION
PHYSICS
PSYCHOLOGY
READING
SCIENCE
SHORTHAND
SOCIOLOGY
SPANISH
SPEECH
SPORTS
TRIG
TYPING
VOCATIONAL EDUCATION
WELDING

FOUR-YEAR STUDENT SCHEDULE

FRESHMAN

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

SOPHOMORE

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

JUNIOR

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

SENIOR

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

TOTAL POSSIBLE CREDITS_____

SCHOOL REQUIREMENTS AND ELECTIVES

SAMPLE QUIZ

NAME_____ DATE_____ PERIOD_____

_____1. What do you call subjects which must be taken in order to graduate?
(A) Electives (B) Required Subjects (C) Extra Subjects

_____2. What do you call subjects which you may choose because you like them?
(A) Electives (B) Required Subjects (C) Extra Subjects

_____3. How many credits in science must one have to graduate?
(A) None (B) 1 (C) 2

_____4. Which particular science course is required?
(A) General Science (B) Biology (C) Neither

_____5. How many credits in health and physical education must one have in order to graduate? (A) 0 (B) 1 (C) 2

_____6. How many credits in math must one have in order to graduate?
(A) 0 (B) 1 (C) 2

_____7. Which particular math course is required?
(A) General Math (B) Algebra 1 (C) Neither

_____8. How many credits in English must one have in order to graduate?
(A) 1 (B) 2 (C) 4

_____9. How many credits in social studies must one have in order to graduate?
(A) 0 (B) 1 (C) 2

_____10. Which particular social studies course is required?
(A) Citizenship (B) World History (C) American History

_____11. The required social studies course must be taken during which year?
(A) First (B) Second (C) Third (D) Fourth

_____12. The first year of high school is called what year?
(A) Freshman (B) Sophomore (C) Senior (D) Junior

_____13. The second year of high school is called what year?
(A) Freshman (B) Sophomore (C) Senior (D) Junior

_____14. The third year of high school is called what year?
(A) Freshman (B) Sophomore (C) Senior (D) Junior

_____15. The fourth year of high school is called what year?
(A) Freshman (B) Sophomore (C) Senior (D) Junior

_____16. How many required subjects must one have in order to graduate?
(A) 9 (B) 10 (C) 11

_____17. How many electives must one have?
(A) 7 (B) 8 (C) 9

_____18. Biology is a _____ course.
(A) Science (B) Math (C) Social Studies

_____19. Geometry is a _____ course.
(A) Science (B) Math (C) Social Studies

_____20. Citizenship is a _____ course.
(A) Science (B) Math (C) Social Studies

_____21. Algebra is a _____ course.
(A) Science (B) Math (C) Social Studies

_____22. World History is a _____ course.
(A) Science (B) Math (C) Social Studies

_____23. American History is a _____ course.
(A) Science (B) Math (C) Social Studies

_____24. Chemistry is a _____ course.
(A) Science (B) Math (C) Social Studies

_____25. Government is a _____ course.
(A) Science (B) Math (C) Social Studies

_____26. Physics is a _____ course.
(A) Science (B) Math (C) Social Studies

_____27. Driver Education is a _____ course.
(A) Science (B) Math (C) Social Studies (D) None of these

_____28. Anatomy and Physiology is a _____ course.
(A) Science (B) Math (C) Social Studies

_____29. Which elective course teaches about doing newspaper work?
(A) Speech and Drama (B) Distributive Education (C) Journalism

_____30. Which elective course teaches about sales work?
(A) Speech and Drama (B) Distributive Education (C) Journalism

_____31. Which elective course teaches how to speak and act before groups?
(A) Speech and Drama (B) Distributive Education (C) Journalism

_____32. Which commercial or office course may be taken during the sophomore year?
(A) Shorthand (B) Typing (C) Home Economics

_____33. Which other commercial or office course may be taken during the sophomore year?
(A) Office Machines (B) General Business (C) Vocational School

_____34. Which high school course helps develop skill in coordination most?
(A) Science (B) Citizenship (C) Physical Education

_____35. Which high school courses help to develop literary and verbal skills (reading, speaking, and writing) best?
(A) Math Courses (B) Science Courses (C) English Courses

_____36. Which high school courses help to develop numerical skills (ability to work with numbers) most?
(A) Math Courses (B) Science Courses (C) English Courses

_____37. Which high school course would help to develop finger dexterity most?
(A) Typing (B) Algebra (C) German

_____38. Which high school course would help most to develop eye-hand-foot coordination?
(A) Biology (B) Driver Education (C) Vocational Education

_____39. Which type of courses would help most to develop manual (hand) dexterity?
(A) Science (B) Social Studies (C) Vocational School Subjects

_____40. Which high school course would help to develop persuasive ability most?
(A) World History (B) Auto Mechanics (C) Distributive Education

THE AVERAGE PERSON

We all like to think of ourselves as being average people; so let's talk about averages. The average length of high school is four years. Actually, that amounts to an average of only about 740 days of attendance, and those who complete the 740 days of attendance will average making $157,589.00* more in their lifetimes than the persons who do not complete this rather small number of days.

To break this average advantage down into even simpler terms, this means that one school year is worth $39,397.25 (and there are only 185 days of actual attendance in one school year); a semester, $19,698.62. In simpler terms, this means that a six-week (thirty day) period has a dollar value of $6,566.20. A school week (five days) has a dollar value of $1,094.36, and a school day (six hours) is equal to $218.87; one hour of instruction is worth $36.47.

If you are an average person, you are probably beginning to get the picture, because average people like money and know that it takes money to have a good standard of living in these days and times. What, then, is the connection between high school and $157,000.00?

It is simple. High school is a training place for people who will be employed and will need to be making a living within the next few years. In other words, high school offers pre-employment training. Therefore, high school is a stepping stone into the business world and the world of work.

Actually, high school and the world of work have three important things in common, but let's say first that employers and businessmen need and employ people who are trained in the three following areas:

1. ATTENDANCE. Being on the job is necessary for earning money. Being absent

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*Statistics derived from U.S. Dept. of Labor News Bulletin for November 10, 1971.

from the job works a hardship on the employer (even if you are actually ill), and the employer knows he can and often does replace employees for being absent from work and for being tardy.

2. BEHAVIOR. You may be very bright or average and have the ability to be successful on the job. However, in spite of your abilities, your future success may be completely ruined by your behavior. What, then, is so important about behavior? Behavior includes politeness of speech. It involves your ability and willingness to follow instructions and rules. It includes your attitude of pleasantness (or unpleasantness). It is your actions (be they nice or otherwise). It also shows how the general public will approve of you as a person. (This is very important to every employer.) It involves your morals and even your habits of cleanliness, proper dress, and grooming. Most people lose jobs, not because they cannot do the work, but because they cannot get along (behave right) with other people (fellow workers and boss). In other words, you may be on the job every day and be on time every day, but your behavior may ruin your ability to get or keep a job.

3. WORK. Employers hire people to work. They have certain things they expect from their workers. One of the primary things they expect is 100% accuracy and correctness (no mistakes). Of course, you say that no one is perfect, but a supermarket owner will not tolerate wrongly added sales lists, or problems created by giving incorrect change. A mistake in many adult jobs means an accident or a death. Another work quality expected is speed, that is, to do a job as quickly as possible without being inaccurate. Employers expect you to do your work neatly and to possess the basic knowledge necessary for doing a job. This includes: a basic ability to do mathematics, from numbers clearly, use the English language (to be able to talk and use reasonably good English, write legibly, spell words reasonably well, and be

able to read and understand signs, instructions, manuals, and other materials). These are a part of work, and we must remember that your work will determine the kind of future we will have.

ATTENDANCE------BEHAVIOR------WORK

Yes, these three things are what employers are looking for. These are also three of the most important parts of your high school training. In fact, high schools are set up to prepare students to enter the world of work by placing rightful importance upon these three things.

As an employee would suffer being fired, loss of pay, being cut off, for failing or neglecting to pay attention to and to take caution in these three important areas, so does the student during his training period encounter and face disfavor in some form. More importantly, it is assumed that such actions and behavior do not change--even when he becomes an adult. It is for this reason that employers place such great emphasis upon school records. If you have a record of being a regular absentee, you will not be given preference when the employer selects someone for his job opening. Your grades may reflect laziness, a lack of effort, and an unwillingness to work. He does not want a shirker. Comments about your behavior may land you the job or may cause him to forget about you at the very first.

The point to remember is that Mister Average Person is the one who goes his 740 days and ends up making $157,000.00 more during his lifetime than Mister or Miss Below Average Person who, incidentally, will receive less because: They are not professionals, they are not skilled, they are unskilled and have not learned the ABC's of school and work. Not only will they earn $157,000.00 less during their lifetimes, but they will also--on the average--make lower than average wages, be unemployed more than the average person, have the hardest,

unskilled jobs which the average person does not, and have a lower standard of living.

Would you rather have $157,000.00 and be above average or average, or can't you do averages in $$$$$$$$ and ¢¢¢¢¢¢¢¢ (sense)?

HOW TO STUDY AND LEARN

Vocabulary

LEARNING

LECTURE

REPETITION

SCANNING

DISTRACTION

CONCENTRATION

DAYDREAMING

PROCRASTINATION

ILLUSTRATE

DIVIDE

DISCUSSION

ASSIGNMENT

ITALICS

BOLD PRINT

DEFINITIONS

SYLLABUS

ORALLY

COMPREHEND

LISTENING

"CRAMMING"

BULL SESSIONS

REFERENCE BOOKS

OBJECTIVE TESTS

MNEMONICS

POVERTY

PRACTICE

HOW TO STUDY AND LEARN*

It is an interesting thing to think about how we study and how we learn. In the past, we have studied and we have learned; but this usually just took place, and we didn't give much thought to how it happened. Yet, we are so much better off because we learned to read and do math. This learning did take away thirty or so hours of our freedom each week, but actually it gives us even greater freedom--freedom from depending on others.

In this way, learning prepares us to be adults. In fact, the habits and methods of working and learning that we develop today follow us into adult life. Therfore, if we can be successful in school today, it is almost certain that we will be successful as adults.

When we are talking about learning and studying, we really are talking about our mind. The human mind, when we come to think of it, is really an interesting thing. The mind of man has produced skyscrapers, space ships, and wealth. On the other hand, the undeveloped mind may produce nothing more that a log cabin, a dog sled, and poorness. In other words, a person's mind will determine where and how far he will go in life. If a person starves his mind, he is really starving the way he will live later on in life; if he feeds his mind with learning and knowledge, he is giving himself a better life as an adult.

If we understand the importance of learning, it may encourage us to know that there are certain methods and ways of studying which will make learning much easier and will help us to be more successful as students and adults. However, there is nothing more important that your making up your own mind that you are going to make yourself learn for your own sake. Talking about studying and learning is one thing; doing it is another. So don't be a fake and a phony by being all talk and no beneficial action!

*Written by Oscar T. Atkins, Belfry High School, Belfry, Kentucky

THE LEARNING CENTER

The classroom is a center of learning. Although learning is an individual and private thing which takes place in each person's mind, the classroom, the place where we receive most of our instruction and help in learning, contains a group of learners. Therefore, in order to help learning take place, there are certain things which the learners must do because they are members of a group.

First, have the needed materials for learning at hand. In the classroom these will usually consist of pencil, notebook and paper, and a textbook. Exceptions to this or even additional requirements are made by individual learning directors or teachers.

Second, you should get set to study much as you would get set to start a race upon receiving the signal. You should be in your seat and facing the front of the learning center when the bell rings, shutting out all but your one goal of learning. The bell is an automatic signal for quietness, because quietness is necessary in groups before any of the individuals may have an opportunity to learn. Noises and distractions lessen and prevent learning.

Third, the bulk of class time will involve learning by (1) listening, (2) reading, (3) writing, and (4) speaking, depending upon the particular method of learning followed at a particular time. (It should be noted that seeing or looking should be taking place even when engaging in reading and speaking.)

One of the best methods to use--regardless of the type of instruction--is taking notes. A separate section in your notebook should be used for each subject you are studying. You should enter the date each day when you first get into the classroom. Make a note of the general topic you are learning. Jot down the main points and terms from the discussion, lecture, film, or reading, and also underline things which seem to be very important. Learn to write only enough so that you can remember what was important. It is impossible and

unnecessary to try to write down every word the instructor says.

At the end of the class or whenever it is given, write out the exact assignment which is given you to do. Enter the next day's date immediately below where you left off the day before.

Below you will find a sample of notes taken in two English classes:

8-30-71. Parts of Speech. Noun - name person, place, thing (Mr. Brown, Belfry, dog). Pronoun - takes place of noun (he, it, we). Verb - action word (run, hit, fall). Adverb - modifies verb, -ly words (walk slowly, run fast, work hard). Adjective - describes (white fence, big dog, square house). Preposition - relationship of things (of, in, to, at, for, on). Conjunction - connecting words (and, or, but). Interjection - words of expression (oh, ah, alas). Assignment: tomorrow -- quiz over parts of speech. Know meanings and be able to identify words according to the parts of speech they are. Book report assigned last week is due Friday.

8-31-71. Quiz first part of period.
Simple Sentences. Filmstrip. Two main parts of sentence are subject and predicate. Subject - what sentence is about (He hit the ball). Predicate: verb and remainder (He hit the ball). Sentence must have punctuation (. ? !) at end or is not sentence. Every sent. must begin with cap. letter.
Assignment: Write 10 simple sentences. Underline subj. once, pred. twice. Be sure to capitalize and punct. each sent. Also read pages 22 and 23 in text.

The taking of notes in this manner has several benefits. Listening may not be enough to make you remember the important ideas and terms. Writing them down and looking at them gives extra help in learning them. In addition, you also have a day-by-day record of the important ideas and terms given in class. To review before a test, you merely have to go back and go over your notes. This type of note taking also includes your assignments given, and you don't have to rely on your memory and worry about remembering or forgetting when you have it down in black and white. You know exactly what your assignment is or was.

As taking class notes on lectures, filmstrips, movies, and discussions is

helpful, so is taking notes on reading. Taking notes while you are reading is a real work saver. If you are assigned to read a chapter, for example, you should jot it down--just below you class notes--the main terms and ideas to be remembered as you go along. When review time comes along, you do not have to reread the entire chapter or chapters word-for-word. Just review your notes. You save time and also can put your attention on the important things--learning them--as you go along.

Before reading, however, it is wise to scan or glance through the entire amount to be read, to get a general idea of what it is about. Pay attention to key words. Many of these words are printed in texts in italics or bold (heavy) print. Learn definitions of these important words, and learn to spell the terms, if you want a sure-fired way of learning to remember the term. In learning to spell terms, write them down, spell them in syllables (sounds), give them out to yourself silently, later have another give them out orally, and use as many methods of learning as possible. The more, the better. This applies as well to any other material you are learning. This is repetition, one of the sure ways of learning.

As you proceed in your reading, be sure to read each sentence until you understand it. Read slowly if necessary to get the meaning. You are not really reading if you just look at the words. You read only when you see the words and know (comprehend) what they are saying. Make a point to remember the main ideas as you go along. Also study and look at the illustrations, charts, and graphs given in the text.

After you have completed your reading, review your notes, because the more ways you use the better you will learn and the less likely you will be to forget what you have read. Discussing or asking questions to others about what you have read will also help make remembering or learning easier.

Regardless of what you are learning and studying or how you are learning and studying, put your full attention to that one thing--nothing else. Learn to close your eyes to other sights, your ears to other sounds, and direct your full attention to your work, and you are concentrating--and learning.

Learn to listen and know the difference between listening and hearing. You hear sounds all day long and make no attempt to remember them, as they are useless and bothersome. Listening, however, involves paying attention to what you hear with the intention of remembering. In listening, your eyes are involved and are helpful in enabling you to use two means of learning instead of one. We should train ourselves to listen in the classroom, because our everyday world is so full of sounds nowadays that we are in a habit of shutting them out and not paying attention to them. In this way, this habit is useful and even necessary, but we should guard against carrying this habit over into the classroom where listening is important to learning.

When listening, reading, and learning, there are a number of things which may make it difficult to concentrate. These are called "distractions" when they draw your attention away from whatever your are doing. There are unusual sounds, noises, bright or moving objects, and other things which may distract you. Daydreaming may overtake you. Therefore, you must remember: concentrate; and, if you let your mind wander, catch hold of yourself, and by practice you will soon be able to shut out distractions and avoid daydreaming.

One of the best work habits you can develop is that of doing each and every one of your school assignments. If you have a study period or some teachers who permit time to do assignments in class, take advantage of them. If the assignments must be done at home, there are some rules to follow. Have a quiet place where you will not be disturbed, and do your studying at this place every day. Have a certain time set aside for studying. Have good lighting and plenty of

work space. Work about thirty minutes; then take a five-minute break. Soft, background music is all right, but nothing more. Never, never jump up and start doing other things (distractions)--finish first. No exceptions. Procrastination (putting off) is an extremely bad habit--a means of escaping work--which may prove harmful to your mind and future.

Your library is the main place for doing research--looking up information. The reference section (which contains encyclopedias, dictionaries, atlases, yearbooks, and others) is located near the entrance. If you do not know the numbering system of the library or have difficulty in locating a book or some information, consult the librarian. The librarian knows all about the library and is glad to help you. This will certainly save time spent in looking.

A final word should be said concerning tests. Tests are given for several reasons--showing both you and the teacher how good the learning and teaching are. Tests are also the basis of grades. Since they are important to you, then, special attention should be given to them. Not only are tests given in school, but also, in this day and time, many employers give tests before hiring persons for jobs. So, it is to your benefit to learn as much as possible and to know how to take tests by practicing in school.

For school, it is the best idea to do your studying day by day. Then, when test time rolls around, review your notes and material. Check the terms and ideas you have forgotten and concentrate on them and commit them to memory. Have "bull sessions." Study. Don't try last-minute "cramming" because this is a waste of time and will only confuse you.

When actually taking the tests (quizzes or examinations), be careful to follow instructions exactly. There are two types of tests given in secondary schools: objective and essay. Essay tests require you to write sentences or paragraphs to answer questions. You will usually be asked to discuss, describe,

or write about some thing, person, or event. In such cases, you should answer exactly, illustrate (give examples), and be sure to write neatly. Mnemonics may be helpful in studying for this type of test.

There are several types of objectives tests: true-false, multiple choice, matching, and completion. In objective tests, work rather rapidly but carefully. When you first go through the items, omit those you positively can't remember right offhand. Then, after going through to the end, go back and answer the ones you have omitted. You have unconsciously been thinking about them; and after a short time, you will be able to remember some of them. For those which you still can't remember, guess--unless wrong ones are counted double. After completing your test, go back through it and check your work.

Be neat and accurate. For daily learning and for tests, get adequate sleep and rest, have plenty of recreation, have a good diet of healthful foods, and maintain good health. These all help you to do your best.

In conclusion, it should be pointed out that knowing how to learn is not enough. You must practice and develop learning habits daily in order to develop you mind for useful purposes. Remember, the undeveloped mind of the fake and phony produces poverty and misery. The developed mind of the learner is capable of producing both success and plenty. Methods of successful learning are not really just for school; they're for your success as an adult.

SUGGESTED LIBRARY SKILLS WORKSHEET

NAME_____ DATE_____ PERIOD____

1. List four main types of books found in the reference section of the library:
   a._____
   b._____
   c._____
   d._____
2. How many sets of encyclopedias are in the reference section? _____
3. Which set of encyclopedias is the most difficult to read? _____
   _____
4. Which set is the easiest to read? _____
5. Write the titles of two kinds of dictionaries that are found in the reference section:
   a._____
   b._____
6. What company publishes the World Almanac? _____
7. Write the title of the largest atlas in the library. _____
   _____
8. How many volumes are in the set of Compton's Encyclopedia? _____
9. Look at several titles of books in the 900's. What are books in the 900's about?
   _____
10. What are books in the 800's about? _____
11. What are books in the 700's about? _____
12. What are books in the 600's about? _____
13. What are books in the 500's about? _____
14. What are books in the 400's about? _____
15. What are books in the 300's about? _____
16. What are books in the 200's about? _____

17. What are books in the 100's about? _____

18. Where are fiction books located in the library? _____

_____

19. Write the title and author of each book which has the following call numbers:

a. _____ _____

b. _____ _____

c. _____ _____

d. _____ _____

e. _____ _____

f. _____ _____

g. _____ _____

h. _____ _____

i. _____ _____

j. _____ _____

20. Write the call numbers of the following books:

a. _____

b. _____

c. _____

d. _____

e. _____

SAMPLE TEACHER'S KEY TO LIBRARY SKILLS WORKSHEET

1. a. Encyclopedia
   b. Dictionary
   c. World Almanac
   d. Atlas

2. (whatever is applicable to your school library)

3. Britannica (or whatever is applicable to your school library)

4. World Book (or whatever is applicable to your school library)

5. a. Webster
   b. Cassell's French (others)

6. Newspaper Enterprise Association

7. School and Library Atlas of the World (or whatever is applicable to your school library)

8. 20

9. History, Geography

10. Literature

11. Arts

12. Technology (Applied Sciences)

13. Science (Pure Science)

14. Language

15. Social Studies

16. Religion

17. Philosophy and Psychology

18. (where fiction books are located in your school library)

19. Examples: (Use books which are located in your school library.)

a.	973.3 Ald	American Revolution	John Aldeu
b.	581 Hyl	World of Plant Life	Clarence Hylander
c.	F Mow	Lost in the the Barreus	Farley Mowat
d.	811 K	Trees and Other Poems	J. Kilmer

e.	738.3 Bak	The Young Potter	Denys Vae Baker
f.	780.1 Hul	Relax and Listen	John Haelstrom
g.	610.73 Dod	The Story of Nursing	Bertha Dodge
h.	428.4 Lew	How to Read Better and Faster	Norman Lewis
i.	338 se8h	How to Earn Money	Bill & Sue Severes
j.	371.42 W	Choosing a Career in a Changing World	Va. Westersult

20. Examples: (Use books which are located in your school library.)

a.	Indians of the United States by Clark Wissler	970.1 W76
b.	The Old Testament Narrative by Alfred Sheffield	221 Sh38
c.	Adventures with a Microscope by Richard Headstrom	578 H34a
d.	The Rainbow Book of Art by Thomas Crafen	709 C
e.	The Adventures of Tom Sawyer by Mark Twain	F TWA

Suggested Reference:

Jochen, A. E. and Shapiro, Benjamin. Vocational English (Book 3), "Using the Library," pp. 81-103.

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